



Department of Art, Communication and Theatre

We give expression to the human experience.

SPRING 2019

COMM 2213.4 - BUSINESS AND PROFESSIONAL SPEAKING

MWF | 12:00-12:50 | CB 118

Instructor: [Aaron Adair, Ph.D., Professor of Theatre](#)

Email: aadair@se.edu

Office Hours: MWF 10:00a-11:00a; 1:00p-2:00p; TTR online; also by appointment

Office Location: [VPAC 131](#)

Required Materials –

- Anderson, Chris. [TED Talks: The Official TED Guide to Public Speaking](#). New York: Houghton Mifflin Harcourt, 2016. ISBN: 978-0544634497
- Internet Access to [Blackboard](#)

COURSE CONTENT - This course is a study of effective extemporaneous oral discourse emphasizing *informative* and *persuasive* public speaking. It is structured to incrementally develop your proficiency in public speaking through a series of readings, structured out-of-class exercises, and specific in-class speaking assignments. This course includes speech communication theories, methods, tools, and practical experience designed to help you produce and present effective informative and persuasive messages. Public speaking remains today, as it has been through much of Western history, a vital part of humanistic education and democratic citizenship. The course values and promotes responsible citizenship and provides an ideal laboratory to grow and extend one's understanding of symbolic processes through which meaning and social reality are created. Special attention in this course is given to classical and contemporary rhetorical techniques.

CONTENT STATEMENT - The course content listing reflects the minimum work required of all students in this course. Some assignments may be deleted and additional assignments may be made at the discretion of the instructor.

COURSE OBJECTIVES

- Illustrate the basic elements of a speech and to develop effective message construction strategies
- Provide the ability to deal with a wide range of topics
- Provide the ability to critically analyze and evaluate spoken messages
- Develop research skills necessary to effective and ethical speaking and writing
- Develop critical and analytical listening skills
- Provide examples of how to employ various types of presentational aids.



COURSE REQUIREMENTS

- Continual and effective class participation and attendance
- Constructive critical thinking of the art of public speaking in informative and persuasive settings
- Assigned readings and analysis
- Oral and written assignments throughout the semester

COURSE PROCEDURES

- Class discussion will be used as a forum for students to share ideas and insights into the nature of their exploration of public speaking theory and presentation
- Individual presentations will supplement student knowledge of the practices of public speaking
- Discussions, participation, assignments, presentations, and attendance will be measures of student progress
- Students are expected to attend every class meeting on time. Much of what will be discussed each week cannot be learned (or “made up”) by any other means except during each class
- Tardies and early dismissal without prior approval are not acceptable

EXPECTED LEARNER OUTCOMES

- Write and speak clearly and effectively for a variety of audiences and purposes
- Analyze written, oral, and visual communication
- Use information technologies
- Think critically and creatively
- Demonstrate knowledge of human values, beliefs, and behaviors
- Demonstrate knowledge of the interdependence and interrelatedness of all academic disciplines

METHODS FOR ASSESSING EXPECTED LEARNER OUTCOMES -

- Participation
- Written Assignments
- Summative comprehensive analysis of ideas learned during course through performative means

CRITERIA FOR GRADE DETERMINATION

- Participation - Students will be expected to come prepared to work during regular class meetings. Students will be required to complete assignments by due dates. Students will be expected to engage the professor and colleagues during regular class meetings.
- Presentation - Students will be prepared to present speeches as scheduled during the course of the semester using best practices and rubrics as outlined by the professor.

ASSESSMENTS

- Participation/Attendance (40 meetings during the semester @ 1 point each) = 40 points (5%)
- Informative Speeches (2 @ 100 points each) = 200 (27%)
- Persuasive Speeches (2 @ 100 points each) = 200 (27%)
- Chapter Summary (21 @ 10 points each) = 210 (28%)
- Final Exam (1 @ 100 points) = 100 (13%)



Total Points Possible = 750 (100%)

Grades may be accessed through [Blackboard](#)

CLASS POLICIES

ACT OF DISCOVERY STATEMENT - The Department of Art, Communication, and Theatre strives to provide enrichment opportunities in all its classes through the Act of Discovery Series. Therefore your instructor may assign additional work that can include, but is not limited to: gallery, lecture, or performance attendance; reading, writing, or presentation assignments; group discussions or journaling exercises. We understand that students have commitments outside of the university, and to that end your instructor will make every effort to give students 30 days notice prior to an Act of Discovery Series assignment.

CONTENT DISCLOSURE - Courses within the Department usually deal with works of dramatic literature, both on the page and on the stage. Sometimes the situations, actions, and language of these works can be off-putting or offensive to some students, who might be offended on such grounds as sexual explicitness, violence, or blasphemy. As the Department is devoted to the principle of free expression, artistic and otherwise, and it is not the Department's practice to censor these works on any of these grounds, students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the term and seek another course.

ATTENDANCE POLICY - Since timelines and presence are crucial to excellence in the performing arts, please adhere to the following attendance policy:

Each student is allowed one week of excused absences before your final grade is affected: for a Tues/Thurs class, that is two absences; for a MWF class, that is three absences. For each absence beyond these allotted absences, the student's grade will be reduced by ½ letter grade with each subsequent absence.

In addition to unexcused absences, three tardies or early exits will equal one absence. Participation in official university business must be documented by a written notice from the sponsoring faculty or staff member. A student who is absent from classes for official university business day shall be allowed to take an examination or complete an assignment scheduled within a reasonable time.

The only university-recognized excused absences are for participation in official university business that must be documented appropriately prior to the event or for bona fide religious holy days. Participation in official university business must be documented by a written notice from the sponsoring faculty or staff member, and cleared through the Office for Student Services.

COUNSELING CENTER - Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at (800) 522-1090.

EQUITY AND NON-DISCRIMINATION STATEMENT - Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.



DISABILITY ACCOMMODATIONS: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

DISORDERLY CONDUCT: (from [SOSU Student Handbook](#))

Behavior that is disorderly, lewd, indecent or obnoxious. This includes non consensual photography, video or audio recording of another person without consent. This also includes classroom disruption, and engaging in behavior a reasonable person would view as substantial or repeated interference with the instructor's ability to teach the class or the ability of other students to benefit from the instructional program. Faculty members are authorized to dismiss students from classes pending other action, and it shall be a further 5 offense for any student not to leave a classroom when told to do so by a faculty member. (Note: If a student is dismissed from class due to classroom misconduct, the student must seek permission from the conduct officer before returning to that class. Faculty reserve the right to include in their syllabi statements of expectation and penalties for academic dishonesty and classroom misconduct.)

WEAPONS: (from [SOSU Student Handbook](#))

The possession or firing of firearms, fireworks, explosives or weapons or imitations of weapons including but not limited to bows, knives, or guns by students is prohibited on campus, in any student residence, sorority, fraternity, approved private housing or university operated facility, except as they are used in officially approved university programs. University regulations and 21 O.S., Section 1277 prohibits the possession of concealed weapons on university property except in a vehicle and prohibits the removal of the weapon from the vehicle while on campus.

ACTS OF DISHONESTY: (from [SOSU Student Handbook](#))

No student shall commit acts of dishonesty, including but not limited to the following:

Cheating:

Unless the instructor specifies otherwise, all examinations and other assignments, including homework, are to be completed by the student alone, without inappropriate assistance of any kind. Improper collaboration is considered cheating. When an instructor syllabus permits or encourages "working together" it is expected that group study sessions may result in similar responses or answers to exam questions or other work product. When working together is not permitted, such similar responses will be considered as evidence of academic misconduct. Unless the instructor specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, computer code, research data, etc.

Plagiarism:

All writing assignments are to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are specifically marked as such with proper citation. This includes copying words from the internet, a periodical, or a book without proper reference. Simply documenting the source in a footnote or bibliography isn't good enough. You must also indicate that the words themselves are quoted from someone else. For this reason, sentences that should have quotation marks but appear in the paper without quotation marks are plagiarism. It is plagiarism to copy words and then modify them slightly. Paraphrasing is fine when you cite the source and indicate the new expression is actually your own. When the expression remains substantially similar to the source as a whole or in one of its parts – it is plagiarism. Self-plagiarism or "recycled academics" occurs when a student submits the same project or paper for multiple classes and violates the crucial assumption that academic work is performed on a class-by-class basis in order to achieve learning, practice, and growth. Unless the second instructor expressly permits a project or paper from a prior class for credit, this is not permitted.



Other academic dishonesty:

Facilitating or aiding in the cheating, plagiarism, or dishonesty of another student.

Attempting at cheating, plagiarism or other academic dishonesty even if not successful.

Lying in order to gain academic advantage, including dishonesty about why a class was missed, dishonesty to gain an extension on a project or assignment, or dishonesty to gain admission to a program.

MATTERS OF ACADEMIC DISHONESTY AND CLASSROOM MISCONDUCT: (from [SOSU Student Handbook](#))

Academic dishonesty matters may first be considered by the faculty member who may recommend penalties such as withdrawal from the course, reduction or changing of a grade in the course, test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required of other students in the course. Acceptance of the faculty member's recommended penalties by the student shall make the penalties final and constitute a waiver of further administrative procedures. If the student does not accept the decision of the faculty member, the student may have the case reviewed by the academic department chair. If the student does not accept the decision of the academic department chair, the student may have the matter referred to the Vice President for Academic Affairs. Student(s) seeking to be heard about a grade dispute should file an appeal with the Academic Appeals Committee. The Academic Appeals Committee will serve as an appeals board upon receipt of written requests from faculty or students who seek to have grades or records altered. The Committee will also act on appeals of students who are on academic probation or who have been suspended for academic reasons. The decision of the Academic Appeals Committee will be final.

If a student is dismissed from class due to classroom misconduct, the student must seek permission from the conduct officer before returning to that class. Faculty reserve the right to include in their syllabi statements of expectation and penalties for academic dishonesty and classroom misconduct. (Note: Faculty members are authorized to dismiss students from classes pending other action, and it shall be a further offense for any student not to leave a classroom when told to do so by a faculty member.)

SUBMISSION OF ASSIGNMENTS: Due dates for all assignments will be announced. Work is due at the beginning of class on the designated date, unless otherwise stated by the instructor. Grades on late work will be reduced by one letter grade per late class meeting. Presentations/reports must be ready on the assigned day, or grades will be reduced significantly. Students shall arrange to send work in if they are absent on a date that an assignment is due.

PARTICIPATION: Students are expected to participate in class. This includes students asking the instructor questions, students answering the instructor's questions, students responding to other students' questions, and students initiating discussion. It is also important not to monopolize the limited class time and to allow fellow students the opportunity to participate. Sleeping in class is not tolerated!

[LAST DAY TO WITHDRAW FROM A SPRING 2019 16 WEEK CLASS – April 12, 2019](#)

Professor reserves the right to amend or revise this syllabus as it becomes necessary.



COURSE SCHEDULE*

Week 1 - Syllabus, *Presentation Literacy, Idea Building, Common Traps*

Week 2 - *The Throughline, Connection, Narration*

Week 3 - Informative Speeches, Round 1

Week 4 - Informative Speeches, Round 1

Week 5 - *Explanation, Persuasion, Revelation*

Week 6 - *Visuals, Scripting, Run-Throughs*

Week 7 - Information Speeches, Round 2

Week 8 - Information Speeches, Round 2

Week 9 - *Open and Close, Wardrobe, Mental Prep*

Week 10 - Spring Break!

Week 11 - *Setup, Voice and Presence, Format Innovation*

Week 12 - Persuasive Speeches, Round 1

Week 13 - Persuasive Speeches, Round 1

Week 14 - *Talk Renaissance, Why This Matters, Your Turn*

Week 15 - Persuasive Speeches, Round 2

Week 16 - Persuasive Speeches, Round 2

Week 17 - Final Exam

****more specific speech and assignment due dates can be found in the Blackboard course site***

GUIDELINES AND BEST PRACTICES

- *It is imperative that all FOUR speeches are well-prepared and effectively delivered.* Therefore, it is your responsibility to prepare a well-organized and engaging presentation appropriate for a college-level classroom.
- *Speech day attire is **Business Casual**.* Business Casual Attire is defined as: Men—slacks and collared shirt, including turtle neck, with or without necktie and jacket; Women—similar as stated above, including slacks or skirt with blouse or sweater. The following are NOT considered Business Casual Attire and are



specifically PROHIBITED: T-shirt, sweatshirt, or other shirt without a collar; trading jacket and other work clothes/uniform; sweat suit and other athletic attire; jean jacket, overalls, cutoffs, shorts and jeans.

- *Push the envelope.* Do not be intimidated in speaking to your audience, particularly this audience, because we all are lifelong learners. Challenge us intellectually, emotionally, and/or logically. Attempt to explore your intellectual side by tackling controversial issues, lesser discussed issues, or just simply provocative topics.
- *Adhere strictly to the time requirements as grades will be affected adversely if they are not met.*

TIPS FOR DEALING WITH SPEECH ANXIETY

Most people are nervous when faced with the prospect of giving a speech. Your aim is not to get rid of your nerves, but to manage them so they will work for you rather than against you. Learning to do so takes practice—just as it takes practice to improve other aspects of speechmaking. You can begin by following the suggestions for dealing with nervousness explained on pages 10–16 of your textbook. In addition, try the tips listed below. Over the years, many students have found them to be extremely helpful.

1. *Get to know the people in your class and find out how they feel about giving speeches.* Many students report—especially at the beginning of the term—that when they arise to speak, they look up from their notes to see “all those eyes on me.” Get to know “those eyes.” When you do, you will find that behind them are people who are just as nervous as you are.
2. *Don't worry that people in the audience will see your nervousness.* In most cases, students who are certain the audience can see their shaky hands and legs are told by their classmates, “Gee, I thought you looked really calm!” Remember that you are much more aware of your nervousness than are other people. If by chance your nerves do show, you will find your classmates to be extra supportive rather than extra critical.
3. *Be prepared.* Some students put off working on their speeches because they are nervous about the prospect of speaking. Unfortunately, waiting until the last minute to work on a speech only increases your tension and will result in a lower grade as well. Give yourself a chance to succeed. Take time to prepare your speeches well in advance.
4. *Don't get flustered by the faces of audience members as you speak.* Although public speakers need to be alert to audience feedback, it's important for beginning speakers to know that, despite your best efforts, some listeners will look interested and some will not. Those who do not look interested may be tired, may be worrying about their own speech, or may just have bad listening habits. Don't let them throw you off track.
5. *Visualize family members and friends in the audience.* Pick out three chairs—one on each side of the room and one in the middle. Now visualize a supportive family member or friend in each chair. Be specific in your mental imaging. Visualize what they are wearing, how they are sitting, the positive expressions on their faces, the way they nod their heads in support of your ideas, etc. Practicing this visualization at home as you rehearse your speech will make it even more effective.
6. *Don't worry that a single mistake will ruin your speech.* Some students worry that they will look like a fool if their hands shake or their voice trembles. Or they think their whole speech is ruined if they forget what they are going to say for a moment. But one mistake does not destroy an entire speech any more than missing one question on an exam means that you will fail the entire test. Remember that you will be graded on many aspects of your speech other than delivery—including topic selection, research, organization, supporting materials, audience adaptation, language use, and the like. If you stumble for a moment or two in your delivery, you can still do very well on the speech as a whole.